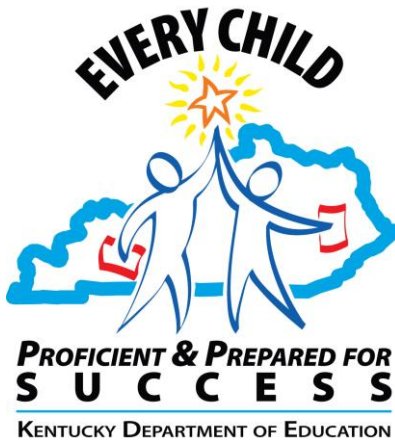


BRIEFING PACKET STATE RELEASE

Unbridled Learning:
College/Career-Readiness for All
2012-13 Results



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KENTUCKY DEPARTMENT OF EDUCATION
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INTRODUCTION

As required by Senate Bill 1 (2009), the Kentucky Board of Education (KBE) developed a new, balanced accountability model, Unbridled Learning: College/Career-Readiness for All. The model took effect in the 2011-12 school year. It incorporates all aspects of school and district work and is organized around the KBE's four strategic priorities: Next-Generation Learners, Next-Generation Professionals, Next-Generation Support Systems and Next-Generation Schools and Districts. The first two years of reporting include Next-Generation Learners; other components are scheduled to enter the model in future years. All data for the assessment and accountability system are publicly available in the Kentucky School Report Card on the Kentucky Department of Education (KDE) website.

In February 2012, the U.S. Department of Education (USED) granted Kentucky flexibility under the No Child Left Behind (NCLB) Act. This flexibility allows Kentucky to use the Unbridled Learning model to report both state- and federal-level accountability measures.

Starting in spring of 2012, Kentucky public school students in grades 3-8 completed tests collectively named the Kentucky Performance Rating for Educational Progress (K-PREP), in five content areas: reading, mathematics, science, social studies and writing. With the exception of reading and mathematics, not all subjects are tested at every grade. In addition, students (primarily at the high school level) complete End-of-Course exams in Algebra II, English II, Biology and U.S. History. High school students also complete a writing test and language mechanics test (part of ACT Plan) in grade 10 and a writing test in grade 11. Students receive reports that place their performance in each content area into the categories of Novice, Apprentice, Proficient and Distinguished (NAPD). The Unbridled Learning accountability model includes annual public reporting of student performance disaggregated by various student groups.

The Next-Generation Learners portion of the Unbridled Learning Accountability Model includes student achievement growth measures with emphasis on college- and career-readiness, high school graduation rates, student achievement in the five content areas, and increased focus on closing achievement gaps. Additionally, the accountability model holds all schools and districts accountable for improving student performance and creates three performance classifications: Distinguished, Proficient or Needs Improvement. Based on their classifications and overall scores, schools and districts will be placed in categories for the determination of recognition, support and consequences.

WHAT'S NEW FOR 2012-13

1. The Graduation Rate component (20 percent of high school Next-Generation Learners) is now based on the four-year adjusted cohort rate calculation. This is a more accurate measurement than the Averaged Freshman Graduation Rate (AFGR) used in past years and is the standard set by USED for all states to calculate Graduation Rate.
2. The Averaged Freshman Graduation Rate (AFGR) will be used one last time in 2012-13 to determine whether a school/district met its Graduation Rate goal.
3. This year, in addition to Distinguished, Proficient and Needs Improvement, a school/district may have a new designation added to its classification. "Progressing" means the school/district met its:
 - Annual Measurable Objective (AMO), a goal of a one point (1.0) gain in overall score for those in Needs Improvement; a goal of a half-point (.5) gain in overall score for those Proficient and above
 - Graduation rate goal (based on AFGR this year); and
 - Participation rate of 95 percent
4. In addition to Distinction and High-Performing, there is a new reward category for schools/districts. A "High-Progress" school/district is one that:
 - Is in the top 10 percent in improvement by level for **Title I** schools.
 - Is in the top 10 percent in improvement by level for **non-Title I** schools.
 - Met its AMO, graduation rate goal (based on AFGR in 2012-13) and participation rate of 95 percent.

Note: The 2012 data in the School Report Card has been updated based on changes at the student level.

For details, visit the Unbridled Learning page on the KDE website:
<http://education.ky.gov/comm/UL/Pages/default.aspx>

2013 UNBRIDLED LEARNING HIGHLIGHTS

Achievement

At the elementary school level, the Percentage of Students Performing at Proficient/Distinguished increased in Mathematics, Writing On-Demand and Language Mechanics. The Percentage of Students Performing at Proficient/Distinguished at elementary in Mathematics increased from 40.4 to 43.9 and in Writing On-Demand from 31.7 to 35.7.

At the middle school level, the Percentage of Students Performing at Proficient/Distinguished increased in all content areas except science. The Percentage of Students Performing at Proficient/Distinguished at middle in Reading increased from 46.8 to 51.1 and in Writing On-Demand from 41.4 to 43.4.

At the high school level, the Percentage of Students Performing at Proficient/Distinguished increased in all content areas except mathematics. The Percentage of Students Performing at Proficient/Distinguished at high in social studies increased from 39.5 to 51.3 and in Writing On-Demand from 43.9 to 48.2.

Gap

The Percentage of Non-Duplicated Gap Group Students (African American, Hispanic, American Indian or Alaska Native, students with disabilities, free/reduced-price meals and Limited English Proficiency) Scoring Proficient/Distinguished increased in all content areas across all levels, except high school mathematics.

Growth

The Percentage of Students meeting typical or higher growth decreased slightly at all levels from 2012 to 2013.

Graduation Rate

The 2013 cohort graduation rate is 86.1. Graduation rates for 2011-12 and 2012-13 are not comparable.

College/Career-Readiness

The Percentage of graduates (high school diploma or certificate of attainment) leaving high school College- and/or Career-Ready increased from 47.2 in 2012 to 54.1 in 2013. The number of college ready students increased by 2,901 while the number of career ready students increased by 1,678 from 2012 to 2013.

Overall and Component Scores

The 2013 State Overall Score increased from 55.2 to 57.3, which exceeded the state goal of 56.2. Overall scores increased at elementary, middle and high. The biggest jump in the overall score occurred at high, 54.8 in 2012 to 59.5 in 2013.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is based on the improvement of the Overall Score. For 2013, the goal was one point improvement of the Overall Score. All levels, except elementary, exceeded the AMO. Over 90% of high schools met their AMOs.

Classification

The number of distinguished middle schools increased from 36 in 2012 to 39 in 2013.

The number of distinguished high schools increased from 24 in 2012 to 65 in 2013.

The total number of distinguished schools increased from 137 in 2012 to 179 in 2013.

The number of distinguished districts increased from 18 in 2012 to 25 in 2013.

Progressing

There are 351 schools classified as Needs Improvement identified as progressing, 184 proficient schools identified as progressing and 107 distinguished schools identified as progressing.

Rewards/Assistance Categories

There are 47 High-Performing Schools, 49 Schools of Distinction, 157 High-Progress Schools and 3 Districts of Distinction.

The number of priority schools remained the same while the number of focus schools fell from 285 in 2012 to 282 in 2013.

ACT Explore and Plan data have been previously released.

ACT

The average ACT statewide scores increased in all content areas and composite except English which remained consistent.

The percentage of students meeting Kentucky Council on Postsecondary ACT benchmarks increased in English, Mathematics and Reading.

K-PREP ASSESSMENTS

The K-PREP assessments are administered to students in grades 3-8, with a writing assessment at grades 10 and 11.

Table 1

Number of Students Tested by Grade¹		
	2012	2013
3rd Grade	50,974	50,919
4th Grade	49,835	50,360
5th Grade	51,297	49,782
6th Grade	50,902	51,160
7th Grade	49,930	50,815
8th Grade	49,797	49,797
10th Grade – Writing	48,035	47,430
11th Grade – Writing	44,276	43,940

¹K-PREP is administered to all students in grades 3-8, 10-11.

Table 2

Number of Students Tested by Level		
	2012	2013
Elementary	152,106	151,061
Middle	150,629	151,772
High – Writing	92,311	91,370
Total	395,046	394,203

Students are required to take ACT QualityCore® assessments in state-determined content areas. The assessments are administered to students upon completion of the coursework. Student performance on the assessments becomes part of the student's course grade and also is part of school/district Unbridled Learning accountability results.

Table 3

Number of End-of-Course Students Tested		
	2012	2013
English II	47,876	47,407
Algebra II	40,628	44,117
Biology	45,744	46,067
U. S. History	43,502	42,888

Student Performance

The percentage of students performing at the proficient/distinguished level on Kentucky Performance Rating for Educational Progress (K-PREP) tests is used for calculating various components of the Next-Generation Learners portion of the accountability model.

Table 4

Percentage of Students Performing at Proficient/Distinguished Levels				
	Year	Elementary	Middle	High
Reading	2012	48.0	46.8	52.2
	2013	47.8	51.1	55.8
Mathematics	2012	40.4	40.6	40.0
	2013	43.9	40.7	36.0
Science	2012	68.8	61.8	30.3
	2013	68.5	61.2	36.3
Social Studies	2012	59.8	58.6	39.5
	2013	59.3	59.2	51.3
Writing On-Demand	2012	31.7	41.4	43.9
	2013	35.7	43.4	48.2
Language Mechanics	2012	49.1	38.4	50.7
	2013	53.7	43.8	51.4

The goal is to move all students to a higher performance category and ultimately to the proficient performance level or above on Kentucky Performance Rating for Educational Progress (K-PREP) tests.

Table 5

Achievement Performance Level Percentages by Content for ELEMENTARY						
	Year	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
Reading	2012	26.3	25.7	31.4	16.6	48.0
	2013	25.4	26.7	32.9	15.0	47.8
Mathematics	2012	21.2	38.3	30.4	10.0	40.4
	2013	20.6	35.5	31.2	12.7	43.9
Science	2012	6.2	25.0	40.4	28.4	68.8
	2013	7.5	24.1	40.8	27.7	68.5
Social Studies	2012	10.3	29.9	45.0	14.8	59.8
	2013	9.3	31.4	46.7	12.6	59.3
Writing On-Demand	2012	18.8	49.6	29.7	2.0	31.7
	2013	18.9	45.4	32.6	3.1	35.7
Language Mechanics	2012	23.5	27.3	22.2	26.9	49.1
	2013	21.7	24.5	28.0	25.7	53.7

Table 6

Achievement Performance Level Percentages by Content for MIDDLE						
	Year	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
Reading	2012	28.9	24.3	30.1	16.7	46.8
	2013	25.0	23.9	35.0	16.1	51.1
Mathematics	2012	21.2	38.2	31.0	9.6	40.6
	2013	16.7	42.6	32.4	8.3	40.7
Science	2012	10.8	27.5	44.1	17.7	61.8
	2013	9.9	28.8	42.1	19.1	61.2
Social Studies	2012	10.4	31.1	40.1	18.5	58.6
	2013	9.9	30.9	45.0	14.3	59.2
Writing On-Demand	2012	14.2	44.4	34.9	6.5	41.4
	2013	13.2	43.4	36.4	6.9	43.4
Language Mechanics	2012	34.2	27.4	24.3	14.2	38.4
	2013	32.9	23.2	21.0	22.8	43.8

Table 7

Achievement Performance Level Percentages by Content for HIGH						
	Year	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
Reading (EOC English II)	2012	36.4	11.4	41.5	10.7	52.2
	2013	33.9	10.3	45.2	10.6	55.8
Mathematics (EOC Algebra II)	2012	26.6	33.4	33.3	6.7	40.0
	2013	24.8	39.2	27.6	8.4	36.0
Science (EOC Biology)	2012	24.8	44.9	23.8	6.5	30.3
	2013	20.2	43.5	28.2	8.1	36.3
Social Studies (EOC U.S. History)	2012	37.4	23.2	26.4	13.1	39.5
	2013	31.8	16.9	35.5	15.8	51.3
Writing On-Demand	2012	15.1	41.0	37.7	6.2	43.9
	2013	10.5	41.3	41.7	6.4	48.2
Language Mechanics ¹	2012	20.5	28.7	25.7	25.1	50.7
	2013	17.8	30.8	29.2	22.2	51.4

NOTE: EOC stands for End-of-Course.

¹Language Mechanics results are from the ACT Plan (Usage/Mechanics subscore) administered at grade 10.

ACCOUNTABILITY: NEXT-GENERATION LEARNERS COMPONENTS

Gap

Kentucky's goal is 100 percent proficiency for all students. The distance from that goal or gap is measured by creating a student Gap Group – an overall count of student groups that have historically had achievement gaps. Student groups combined in the overall count include ethnicity/race (African American, Hispanic, American Indian or Alaska Native), special education, poverty (free/reduced-price meals) and limited English proficiency.

Table 8

GAP Percentage of Non-Duplicated Gap Group Students Scoring Proficient/Distinguished¹							
	Year	Reading	Mathematics	Science	Social Studies	Writing	Language Mechanics
Elementary	2012	37.5	30.3	59.4	48.9	23.1	38.6
	2013	37.7	33.8	59.5	49.1	27.4	43.0
Middle	2012	34.8	28.7	50.1	46.0	30.8	27.6
	2013	39.5	29.0	50.2	47.4	33.5	32.8
High	2012	38.4	27.9	18.5	26.3	31.6	38.6
	2013	42.7	26.3	23.9	38.7	36.0	39.0

¹Students who are members of one of the individual student groups (African American, Hispanic, American Indian or Alaska Native, students with disabilities, free/reduced-price meals and Limited English Proficiency) are included in the non-duplicated gap group.

Growth

The growth category uses a Student Growth Percentile, comparing an individual student's score to the student's academic peers. It recognizes schools and districts for the percentage of students showing typical or higher levels of growth in reading and mathematics. For elementary and middle schools, growth is based on annual reading and mathematics tests in grades 3-8. At high school, the same model of recognizing student performance uses the ACT Plan (grade 10) and ACT (grade 11) average scale scores in reading and mathematics for comparison. Points are awarded for the percentage of students showing typical or higher growth, which is defined as being at the 40th percentile.

The percentage of students showing academic growth is comparable across all grade levels.

Table 9

Percentage of Students Showing Growth¹				
	Year	Reading	Mathematics	Reading and Mathematics Average
Elementary	2012	60.4	60.4	60.4
	2013	59.8	60.0	59.9
Middle	2012	60.4	60.4	60.4
	2013	59.8	60.0	59.9
High	2012	59.0	57.9	58.5
	2013	56.9	57.3	57.2

¹Includes students that make typical or higher growth annually.

Graduation Rate

For the Unbridled Learning accountability model, a graduation rate for each high school and district that contains one or more high schools is reported annually.

Starting in 2012-13, Kentucky moved to a Four-year Adjusted Cohort Graduation Rate. The USED is requiring all states to use a Four-year Adjusted Cohort Graduation Rate which more accurately reflects the percentage of students who graduate and allows for comparison across states.

The formula is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out of the cohort to a legitimate educational setting or situation (e.g., transfer to an out-of-state school, enroll in a private school, emigrate to another country, or student death).

Table 10

Four-year Adjusted Cohort Graduation Rate		
	Year	Graduation Rate
High School	2013	86.1

Prior to 2012-13, the graduation rate was calculated using the Average Freshman Graduation Rate (AFGR). Since Four-year Adjusted Cohort Graduation Rate and Average Freshman Graduation Rate are measured differently and calculations provide different findings, graduation rates for 2011-12 and 2012-13 are not comparable and only cohort graduation rate is reported. Because of the change in calculations, in 2012-13 high schools are seeing a one-time graduation rate boost.

College/Career-Readiness

The cornerstone of the Unbridled Learning Accountability model is college- and career-readiness. This rate shows the percentage of Kentucky public school graduates who are considered ready for college or careers.

Table 11

College/Career-Readiness (CCR) Rate							
Number of Graduates Showing College/Career-Readiness						Percentage of graduates (high school diploma or certificate of attainment) College- and/or Career-Ready	Accountability Points with Bonus ⁴
	Year	Number of Graduates - Students with High School Diploma or Certificate of Attainment	College-Ready ¹	Career-Ready ²	College and Career Non-Duplicated Total Count ³		
High School	2011	41,784	15,056	1,142	15,746	38.0%	n/a
	2012	43,121	18,766	3,429	20,366	47.2%	51.9
	2013	43,874	21,667	5,107	23,727	54.1%	60.7

¹The College-Ready indicator includes graduates who met the Kentucky Council on Postsecondary Education (CPE) Systemwide Benchmarks for Reading (20), English (18) and Mathematics (19) on any administration of the ACT. The College Placement Tests indicator includes students who passed a college placement test COMPASS or Kentucky Online Testing (KYOTE).

²The Career-Ready indicator includes graduates who met benchmarks for Career-Ready Academic Armed Services Vocational Aptitude Battery (ASVAB) or ACT WorkKeys, and Career-Ready Technical Kentucky Occupational Skills Standards Assessment (KOSSA), or received an Industry-Recognized Career Certificate). Graduates that have met both career-ready benchmarks are included in each respective column, which could result in the same student being counted in multiple columns.

³This total includes only individual graduates (non-duplicated) who received a high school diploma or certificate of attainment. Graduates with a diploma could have met both college-ready and career-ready benchmarks. Graduates with a certificate of attainment must have met the readiness standards on the Alternate K-PREP assessment Transition Attainment Record (TAR). This is not a total of the college-ready and career-ready columns.

⁴The Accountability Points with Bonus column is calculated using the percentage of graduates (high school diploma or certificate of attainment) College- and/or Career-Ready AND a half-point bonus for graduates meeting College-Ready (ACT or COMPASS or KYOTE) AND Career-Ready Technical (KOSSA or Industry Certificates).

DETERMINING ACCOUNTABILITY

In the 2011-12 and 2012-13 school years, point totals from the five components of Next-Generation Learners are reported and then weighted to achieve an overall accountability score. The components are:

- **Achievement** (Content areas are reading, mathematics, science, social studies and writing)
- **Gap** (percentage of proficient and distinguished) for the Non-Duplicated Gap Group for all five content areas
- **Growth** in reading and mathematics (percentage of students at typical or higher levels of growth)
- **College Readiness** as measured by the percentage of students meeting benchmarks in three content areas on ACT Explore at middle school and by ACT benchmarks, college placement tests and career measures at high school
- **Graduation Rate.** The USED approves graduation rate formulas that states use to generate federal reports. Starting in 2013, the graduation rate uses a four-year adjusted Cohort graduation formula. However, the 2012 graduation rates are based on the Averaged Freshman Graduation Rate (AFGR) formula.

Table 12

Overall and Component Scores							
State Average	Year	Overall ¹					
	2012	55.2					
	2013	57.3					
	Year	Overall ¹	Achievement	Gap	Growth	College/Career Readiness ²	Graduation Rate
Elementary	2012	57.3	69.6	40.5	60.4	n/a	n/a
	2013	57.6	69.9	42.1	59.9	n/a	n/a
Middle	2012	53.5	67.4	37.9	60.4	44.1	n/a
	2013	54.9	69.0	39.9	59.9	47.2	n/a
High	2012	54.8	56.7	28.9	58.5	51.9	77.8
	2013	59.5	60.7	33.7	57.2	60.7	86.1

¹The Overall Score is calculated using a formula that weights each component (see weights in Table 13).

²These figures represent point totals, rather than percentages. College/Career-Readiness (CCR) includes the bonus calculation for accountability. The percentage of high school graduates that are college/career-ready is 54.1, while the CCR percentage with the bonus is 60.7.

Table 13

Weights for Unbridled Learning Components						
Grade Range	Achievement	Gap	Growth	College/Career-Readiness	Graduation Rate	Total
Elementary	30%	30%	40%	n/a	n/a	100%
Middle	28%	28%	28%	16%	n/a	100%
High	20%	20%	20%	20%	20%	100%

Schools are divided by elementary, middle and high school levels then rank-ordered by overall score. Districts are rank-ordered without dividing by levels.

Overall scores for elementary schools in 2012-13 range from 24.0 to 83.1; middle schools, from 27.9 to 82.8; and for high schools, from 32.7 to 86.8. Overall scores for districts range from 41.6 to 80.0.

Table 14

Overall Score Distribution					
Score Range	Year	Elementary	Middle	High	District
0 – 19.9	2012	0	0	0	0
	2013	0	0	0	0
20.0 – 29.9	2012	1	1	1	0
	2013	1	2	0	0
30.0 – 39.9	2012	25	24	5	2
	2013	13	14	2	0
40.0 – 49.9	2012	138	83	50	33
	2013	110	53	14	11
50.0 – 59.9	2012	269	138	120	108
	2013	274	165	90	104
60.0 – 69.9	2012	224	76	46	27
	2013	260	83	108	55
70.0 – 79.9	2012	71	9	6	3
	2013	69	13	14	3
80.0 – 89.9	2012	5	1	2	1
	2013	3	1	3	1
90.0 – 100.0	2012	0	1	0	0
	2013	0	0	0	0
Total	2012	733	333	230	174
	2013	730	331	231	174

Annual Measurable Objective (AMO)

The Overall Score of Kentucky's Unbridled Learning: College- and Career-Ready for All model is the number used to compute the AMO. Each school/district will have one AMO goal: improvement of the Overall Score. Adequate Yearly Progress (AYP) will be defined as making the AMO.

In order to make the AMO, a school/district also needs to meet a 95 percent student tested participation rate and meet its annual graduation goal.

Table 15

Annual Measurable Objective (AMO) by Level			
	2013 AMO Goal	2013 AMO Obtained	Met Goal
State	1.0	2.1	Yes
Elementary	1.0	.3	No
Middle Schools	1.0	1.4	Yes
High Schools	1.0	4.7	Yes

Table 16

Annual Measurable Objective (AMO) 2013¹				
	Schools Meeting Goal		Schools Not Meeting Goal	
	Number	Percent	Number	Percent
Elementary	357	49.2	368	50.8
Middle School	164	50.6	160	49.4
High School	207	90.4	22	9.6

¹Some schools have no AMO due to 2012-13 school reconfigurations and are not reflected in AMO numbers and percent.

Participation Rate

The participation rate is the percent of all students and the student subgroups in the school or district that participate in annual state-wide assessments, with a goal of 95 percent.

Table 17

Student Participation Rate		
	2012	2013
Elementary	99.9	100.0
Middle	99.9	100.0
High	99.9	100.0

Performance Classifications

Based on overall scores, schools and districts fall into one of three performance classifications.

Table 18

Number of Schools and Districts by Classification¹				
School	Year	Needs Improvement	Proficient	Distinguished
Elementary	2012	508	148	77
	2013	483	172	75
Middle	2012	231	66	36
	2013	210	82	39
High	2012	160	46	24
	2013	88	78	65
Total Schools	2012	899	260	137
	2013	781	332	179
Districts	2012	121	35	18
	2013	90	59	25

Specific 2011-12 and 2012-13 overall scores are associated with percentile ranks-below 70th percentile (Needs Improvement), at or above 70th percentile (Proficient) and at or above 90th percentile (Distinguished). For 2011-12 and 2012-13 the overall score associated with the percentile are:

- Elementary: Proficient 62.5; Distinguished 69.8; School of Distinction 72.5
- Middle: Proficient 58.7; Distinguished 64.9; School of Distinction 68.2
- High: Proficient 58.0; Distinguished 64.4; School of Distinction – 67.7
- District: Proficient 58.4; Distinguished 63.3; School of Distinction – 65.2

Progressing

Progressing is an additional designation that is added to a school/district performance classification of distinguished, proficient or needs improvement to indicate that the school has met its AMO, student participation rate for the all students group and each subgroup, and has met its graduation rate goal (for this year this is still based on AFGR). Since goals were set last year, 2013 is the first year schools and districts could meet those goals and earn this designation. NOTE: Progressing schools/districts are included in Table 18. Table 19 is a subset of the data reported in Table 18.

Table 19

2013 Number of Schools and Districts Progressing			
Schools	Needs Improvement/ Progressing	Proficient/ Progressing	Distinguished/ Progressing
Elementary	212	101	49
Middle	106	42	23
High	33	41	35
Total Schools	351	184	107
Districts	34	25	4

Rewards Categories

Schools and districts are placed in rewards categories based on overall scores and other data.

Table 20

Number of Schools and Districts by Rewards Category¹				
	Year	High-Performing School	School of Distinction - 95th Percentile	High-Progress School ²
Elementary	2012	40	37	n/a
	2013	19	30	74
Middle	2012	16	18	n/a
	2013	13	9	34
High	2012	8	11	n/a
	2013	15	10	23
Total Schools	2012	68	62	n/a
	2013	47	49	157
		High-Performing District - 90th Percentile	District of Distinction - 95th Percentile	High-Progress District ³
Districts	2012	6	8	n/a
	2013	0	3	17

The overall score associated with School of Distinction

- Elementary: 72.5; Middle: 68.2; High: 67.7; District: 65.2

¹School/district rewards categories are:

- **High-Performing School/District**
 - meets its current year AMO, student participation rate and graduation rate goal
 - has a graduation rate above 60 percent for the prior two years
 - scores between the 90th and 94th percentile on the overall score
 - for a district – does not have any schools categorized as Focus Schools or Priority Schools
- **School/ District-of Distinction**
 - meets its current year AMO, student participation rate and graduation rate goal
 - has a graduation rate above 60 percent for the prior two years
 - scores at the 95th percentile or higher on the overall score
 - for a district – does not have a school categorized as a Focus school or Priority school
- **High-Progress School/District**
 - A Title I or Non-Title I school that:
 - ❖ Meets its current year AMO, student participation rate and graduation goal
 - ❖ Has a graduation rate above 60 percent for the prior two years
 - ❖ Has an improvement score indicating the school is in the top 10 percent of improvement of all non-Title I elementary, middle, or high schools as determined by the difference in the two most recent calculations of the overall score
 - A district that:
 - ❖ Meets its current year AMO, student participation rate and graduation goal
 - ❖ Has a graduation rate above 60 percent for the prior two years
 - ❖ Has an improvement score indicating the district is in the top 10 percent of improvement of all districts as determined by the difference in the two most recent calculations of the overall score.

²High Progress Schools may have a second Rewards or Assistance classification; High Performing School, School of Distinction, Priority School, or Focus School.

³High Progress Districts may have a second Rewards or Assistance classification; High Performing District, District of Distinction, Priority District, or Focus District.

Assistance Categories

Schools and districts are placed in assistance categories based on overall scores and other data.

Focus schools were identified in 2011-12 as outlined in 703 KAR 5:225 and generally represent those schools/districts with the largest achievement gaps and/or the lowest graduation rates in the state.

Table 21

Number of Schools and Districts by Assistance Category¹			
	Year	Priority School	Focus School
Elementary	2012	0	103
	2013	0	102
Middle	2012	9	106
	2013	9	105
High	2012	32	76
	2013	32	75
Total Schools	2012	41	285
	2013	41	282
		Priority District	Focus District
Districts	2012	n/a	17
	2013	n/a	17

¹Schools previously identified remain in their status for a minimum of two consecutive years (2012 and 2013) over which time they must demonstrate sustained improvement to exit. This is why the number of schools in each assistance category has remained the same for the past two years, except for reconfigured schools. Focus districts are based on 2013.

School/district assistance categories are:

- **Priority School** – a school that has been identified as a “persistently low achieving (PLA)” school as defined by Kentucky Revised Statute KRS 160.346
- **Focus School** –
 - has a non-duplicated student gap group score in the bottom 10 percent of non-duplicated student gap groups scores for all elementary, middle and high schools
 - has an individual student subgroup within assessment grades by level with a score in the third standard deviation below the state average for all students
 - has a graduation rate that has been less than 60 percent for two consecutive years (Focus schools were identified based on 2011-12 data and the label of Focus has been carried forward into the 2012-13 reporting.)
- **Focus District** – a district that has a non-duplicated student gap group score in the bottom ten percent of non-duplicated student gap group scores for all districts. Focus districts are identified based on data annually. Current identification is based on 2012-13 data.

It is possible for Proficient or Distinguished school or district that would otherwise be in rewards to be a Focus School or District if it has a large achievement gaps.

Appendix

Educational Planning and Assessment System (EPAS) ACT Explore, ACT Plan, ACT

Senate Bill 130 (codified in KRS 158.6453) in the 2006 session of the Kentucky General Assembly mandated administration of the ACT Explore, ACT Plan and ACT assessments, which are products of ACT, Inc. The assessments are designed to help schools focus on meeting academic standards across the entire secondary school program. Scores from the assessments are helpful in measuring student achievement, gauging student readiness for transition and evaluating school programs.

Senate Bill 1, passed in the 2009 session of the Kentucky General Assembly, requires a high school readiness examination in 8th grade and a college readiness examination in the 10th grade. ACT Explore and ACT Plan, respectively, are used for these purposes, and data from the assessment is included in the state's Unbridled Learning: College/Career-Ready for All accountability system.

ACT Explore is a high school readiness examination designed to help 8th graders explore a broad range of options for their future. The exam assesses four subjects (English, mathematics, reading and science) and provides needs assessments and other components to help students plan for high school and beyond.

ACT Plan helps 10th graders build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues. The exam assesses four subjects (English, mathematics, reading and science) and is a predictor of success on the ACT.

Both assessments help schools pinpoint areas of weakness for individual students and schoolwide curriculum and are a basis to make changes to improve learning. Schools analyze their results to inform decision-making.

ACT, Inc. developed College Readiness Benchmarks in English, mathematics, science and reading and applied those to the ACT Explore and ACT Plan scores. The benchmarks indicate the degree of college-readiness of 8th- and 10th-grade students.

State law (KRS 158.6459) mandates that for any student whose scores on ACT Explore and ACT Plan indicate that they need additional assistance in particular subject areas, specific strategies to help them improve their performance must be incorporated into their Individual Learning Plan.

See complete details on district and school ACT Explore and ACT Plan data by visiting the Kentucky Department of Education's Open House portal at <http://openhouse.education.ky.gov/>; click on the Assessment section and then [EXPLORE/PLAN](#).

ACT results are at the Open House portal at <http://openhouse.education.ky.gov/>; click on the Assessment section and then [ACT](#).

ACT Explore

In the fall 2012 administration, 49,486 8th-grade Kentucky students in 322 public schools took the ACT Explore assessment, and on a scale of 1 to 25, scored within a tenth of a point – plus or minus – of the national norm.

Table A

ACT Explore Scores from Fall 2006 - 2012 Administrations								
Subject	Average Scores							
	KENTUCKY							NATION
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Norms set in 2010¹
English	13.6	13.7	13.8	14.0	13.9	14.3	14.6	14.7
Mathematics	14.2	14.4	14.6	14.9	15.2	15.3	15.4	15.5
Reading	13.8	13.7	13.9	14.2	14.2	14.4	14.5	14.6
Science	15.8	15.8	16.0	16.1	16.3	16.3	16.7	16.6
Composite	14.5	14.5	14.7	14.9	15.0	15.2	15.4	15.5
No. Tested	49,510	48,099	48,649	48,347	48,250	49,310	49,464	

¹ACT, Inc., the parent company for both ACT Explore and ACT Plan, conducted a research study in the fall of 2010 to provide a new set of national norms for both assessments. This is a common statistical practice for these types of assessments. These new norms serve as a national average for comparison purposes.

Beginning fall 2012, ACT Explore average scores are based on KDE reporting categories and are not consistent with ACT reporting categories.

On the ACT Explore assessment, the percentages of Kentucky students meeting benchmarks in English, mathematics and science increased from fall 2011 to 2012.

The benchmark scores for ACT Explore are:

- 13 or higher on the English test
- 17 or higher on the mathematics test
- 15 or higher on the reading test
- 20 or higher on the science test

Table B

Percentage of Kentucky 8th-Grade Students Meeting or Exceeding Benchmarks on ACT Explore				
	ENGLISH	MATHEMATICS	READING	SCIENCE
Fall 2006	54%	26%	35%	11%
Fall 2007	55%	27%	33%	10%
Fall 2008	56%	29%	35%	10%
Fall 2009	59%	36%	42%	14%
Fall 2010	59%	32%	39%	14%
Fall 2011	61%	31%	42%	14%
Fall 2012 ¹	66%	34%	42%	19%

¹Beginning Fall 2012, percentage of 8th grade students meeting or exceeding benchmarks includes Alternate Assessment students (Transition Attainment Record).

ACT Plan

In the fall 2012 administration, 48,576 10th-grade Kentucky students in 231 public schools took the ACT Plan test. On a scoring scale of 1 to 32, Kentucky students exceeded the national norm in every subject but mathematics.

Table C

ACT Plan Scores from Fall 2006 - 2012 Administrations								
Subject	Average Scores							
	KENTUCKY							NATION
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Norms set in 2010¹
English	15.6	15.3	15.9	15.8	15.7	16.1	16.6	16.2
Mathematics	16.3	16.2	16.4	16.5	16.8	16.8	17.1	17.6
Reading	16.0	16.1	16.0	16.2	16.4	16.6	16.8	16.7
Science	17.4	17.3	17.4	17.6	17.6	17.9	18.1	17.8
Composite	16.4	16.3	16.6	16.7	16.7	17.0	17.3	17.2
No. Tested	49,910	50,046	50,531	49,589	49,827	48,955	48,557	

¹ACT, Inc., the parent company for both ACT Explore and ACT Plan, conducted a research study in the fall of 2010 to provide a new set of national norms for both assessments. This is a common statistical practice for these types of assessments. These new norms serve as a national average for comparison purposes.

Beginning Fall 2012, ACT Plan average scores are based on KDE reporting categories and are not consistent with ACT reporting categories.

On the ACT Plan assessment, the percentages of Kentucky students meeting benchmarks in English, and mathematics increased from fall 2011 to 2012.

The benchmark scores for ACT Plan are:

- 15 or higher on the English test
- 19 or higher on the mathematics test
- 17 or higher on the reading test
- 21 or higher on the science test

Table D

Percentage of Kentucky 10th-Grade Students Meeting or Exceeding Benchmarks on ACT Plan				
	ENGLISH	MATHEMATICS	READING	SCIENCE
Fall 2006	58%	23%	41%	15%
Fall 2007	55%	21%	40%	15%
Fall 2008	61%	22%	39%	16%
Fall 2009	59%	23%	40%	15%
Fall 2010	60%	25%	43%	16%
Fall 2011	63%	25%	44%	21%
Fall 2012 ¹	68%	26%	43%	21%

¹Starting Fall 2012, Student Benchmarks percentages include Kentucky Alternate Assessment Students (Transition Attainment Record).

ACT

Since 2008, as mandated by KRS 158.6453, all Kentucky's public school juniors participate in the ACT, which assesses English, mathematics, reading and science and is scored on a scale of 1 to 36. The cost of the exam is paid for by state funds.

Table E

ACT Subject Area Scores Kentucky Public School Juniors						
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
English	17.3	17.3	17.7	18.0	18.4	18.4
Mathematics	18.1	18.2	18.2	18.5	18.8	18.9
Reading	18.5	18.4	18.8	19.0	19.0	19.4
Science	18.7	18.5	18.7	19.0	19.1	19.5
Composite	18.3	18.2	18.5	18.8	19.0	19.2
Total Tested	42,922	43,495	44,391	44,053	44,516	43,960

Kentucky's Unbridled Learning accountability model includes a college/career readiness component, through which schools and districts are held accountable for the percentage of students who are considered ready for college and/or careers. The college-ready indicator includes students who meet the Kentucky Council on Postsecondary Education (CPE) Systemwide Benchmarks for English (18), mathematics (19) and reading (20) on any administration of the ACT. CPE has set systemwide standards for college readiness based on ACT's English, mathematics and reading assessments. Students meeting the Kentucky systemwide standards of readiness guarantees them access to credit-bearing college coursework without the need for developmental education or supplemental courses.

Beginning 2012-13, ACT subject area scores are based on KDE reporting categories and are not consistent with ACT reporting categories.

Table F

Percentages of Kentucky Public School Juniors Who Meet CPE Benchmarks for College-Level Readiness						
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13¹
English	45.5%	45.4%	48.6%	49.5%	52.2%	53.1%
Mathematics	33.9%	33.7%	36.1%	36.2%	38.6%	39.6%
Reading	41.3%	37.8%	41.6%	39.8%	41.9%	44.2%

¹Starting 2012-13, percentage of Kentucky public school juniors who meet CPE benchmarks include Kentucky Alternate Assessment students (Transition Attainment Record).